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ABSTRACT

Research Ideas for the Classroom is a three-volume series of research interpretations for early childhood, middle grades, and high school mathematics classrooms. Each volume looks at research from the perspective of the learner, the content, and the teacher, and chapters are co-authored by a researcher and a teacher. Chapter titles in the early childhood volume are: (1) Cognition: Young Children's Construction of Mathematics (Herbert P. Ginsburg, Joyce Baron); (2) Affect: A Critical Component of Mathematical Learning in Early Childhood (Sherry Renga, Lidwina Dalla); (3) Early Number and Numeration (Joseph N. Payne and DeAnn M. Hunker); (4) Addition and Subtraction in the Primary Grades (Arthur J. Baroody and Dorothy J. Standifer); (5) Multiplication and Division: Sense Making and Meaning (Vicky L. Kouba and Kathy Franklin); (6) Early Development of Number Sense (John Van de Walle and Karen Bowman Watkins); (7) Problem Solving in Early Childhood: Building Foundations (Ray Hembree and Harold Marsh); (8) Teaching Measurement (Patricia S. Wilson and Ruth E. Rowland); (9) Geometry and Spatial Sense (David J. Fuys and Amy K. Liebov); (10) Introductory Common and Decimal Fraction Concepts (Karen Langford and Angela Sarullo); (11) Calculators and Computers (Patricia F. Campbell and Elsie L. Stewart); (12) Classroom Organization and Models of Instruction (Carol A. Thornton and Sandra J. Wilson); (13) Curriculum: A Vision for Early Childhood Mathematics (Barbara J. Dougherty and Loretta Scott); (14) The Teacher's Influence on the Classroom Learning Environment (William S. Bush and Lisa A. Kineer); (15) Assessment and the Evaluation of Learning (G. Edith Robinson and Karen T. Bartlett); (16) Teacher as Reflective Practitioner (Margaret Ackerman). The tables of contents for the middle grades and high school volumes are included. (MKR)

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